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ABSTRACT

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Seven is designed to help the tutor in the teaching of sight words. The basic concept of sight word learning is discussed. A sample lesson plan using one approach is presented along with probable results and follow-up teaching suggestions. Sixteen other activities for teaching and practicing sight words are briefly described. The Great Atlantic and Pacific Sight Word List, the Dolch List of Basic Sight Words, and the Thorndike Word Frequency List are included in the guide. (Author/MS)

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RALSU

# TUTOR SUPPORT LIBRARY

Instructional Concept Guide No. 7

## THE TEACHING OF SIGHT WORDS

Ways and Means

by

Susan Strader
Sylvia Carter
Robert A. Palmatier

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Regional Adult Literacy Service Unit

A Right to Read Community Based Project

309 Aderhold Building
University of Georgia
Athens, Georgia
30602

CE 006145

## FOREWORD

The ability to read has been taken for granted in the United States for as long as most of us can remember. Unfortunately the "us" in the previous statement refers to those in the population who are indeed able to read --- for example, those of you reading this message. Adult readers make up an exclusive fraternity and seldom find themselves involved with non-readers. But in this century the tempo and technology of American life have increased dramatically. And more and more we see that a significant proportion of our citizens do not have the reading ability society requires.

In the 1970's, the Community Based Division of the Right to Read Effort addressed itself to overcoming what is rapidly becoming a crisis in the area of adult literacy. A common bond for many of the projects supported by this division of Right to Read is the use of volunteer tutors to teach the older, out-of-school individual who needs reading help. It has been generally found that, while the desire to tutor may be "born," the ability to tutor needs to be "made." Consequently the cry has gone out, "We have the volunteers but we do not have a system for training them to tutor."

RALSU, the Regional Adult Literacy Service Unit, a Right to Read Community Based project, has therefore accepted as its major responsibility the development of a tutor training and support

system. It is primarily designed for volunteers, but it can also be adapted to the training of para-professional tutors for any type of adult literacy program. The complete system includes tutor training, a support system for the working tutor, and evaluation strategies for both programs and tutors.

A key component in the system is the TUTOR SUPPORT LIBRARY. This consists of two series of units entitled Instructional Concept Guides and Functional Content Units. The Concept Guides orient and train beginning tutors and serve thereafter as reference aids for the on-the-job tutor. The Functional Content Units are designed as models for the practical application of the teaching skills gained in the tutor training. For convenience, all Guides and Units are separately bound.

The Instructional Concept Guide that follows this "Foreword" is one of the following:

1. Getting Together: Establishing a Working Tutorial Relationship
2. Teaching One-to-One: A Diagnostic Approach to Beginning Tutoring
3. Student-Centered Tutoring: Using Initial Lesson Results to Set Future Goals
4. Help: Inside and Outside the Tutoring Agency
5. Process and Product: A Guide for Assessment of Community Tutoring Programs
6. Word Concepts: An Adult Approach to Decoding Skills
7. The Teaching of Sight Words: Ways and Means
8. The Language Experience Approach: Application for Tutoring Adults in Reading

9. The Directed Reading Approach: A Lesson Organization Procedure Adapted for Use with Adults

10. The Newspaper: A Source of High-Interest Instructional Material for Adults

11. Resources: A Guide for Using Published Materials in Adult Literacy Programs

12. Splitting Up: Terminating a Tutoring Relationship

Guide 1 is an orientation to tutoring; Guides 2 and 3 lead the tutor through the first sessions with a student. Except for Guides 1, 2, and 3, however, the booklets need not necessarily be presented in consecutive order. Guides 6 through 10, for example, explain in detail teaching procedures that can be used to teach the lessons described in Guides 2 and 3. Other Guides, as their titles imply, deal with supplemental helps for the tutor and with program assessment.

Hopefully, these materials as a whole will satisfy a long felt need expressed by many persons involved in the management of adult literacy programs. It is also hoped that the flexibility of format will make the publications adaptable to individualizing requirements within programs.

# THE TEACHING OF SIGHT WORDS

## Ways and Means

Students who come to literacy programs for tutoring need quick results. They have failed previously in learning and must regain faith in their ability to learn. Since your student has chosen reading to test his ability to learn you must help him to quickly see that he can improve his reading. Only when he proves his ability to himself will he be motivated to continue the hard work required in a long term tutoring program.

One of the best ways to encourage and motivate your adult student in a tutoring situation is through the teaching of sight words. Sight words are those words which are recognized instantly in their printed form. The greater your student's stock of sight words, the greater his speed and comprehension in reading. If your student learns several sight words in early lessons he will be able to see his progress immediately. Often, presenting laborious word analysis methods in early tutoring sessions discourages students.

In this Guide you will find help for your teaching of sight words in tutoring. First the basic concept of sight word learning is discussed. A sample lesson plan using one approach is presented along with probable results and follow-up teaching suggestions.

Several other procedures for teaching and practicing sight words are briefly described. The Guide concludes with three high utility sight word lists.

## Sight Word Learning

If your student cannot write his name, you might begin by saying, "When I say your name, John, it looks like this in print." Then show him the name John printed on a card. This is the beginning of sight words. When your student recognizes the word John and connects it with a meaning, his own name, he will have made a first big step in understanding the process of reading.

There are many lists of the most used sight words available. Included at the end of this Concept Guide are three widely used basic word lists: the Great Atlantic and Pacific Word List, the Dolch List of Basic Sight Words, and the Thorndike Word Frequency List. All three of these lists have been used with a variety of ages and levels of reading skill. When looking at the lists, you will notice that they have many words in common. Generally, the lists are based on how often words appear in printed material and two are organized in order of frequency of use. That is, the most frequently used word in reading material is listed first; the second most frequently used word is listed second, and so forth.

Frequency order does not mean that the words must be taught as sight words. The lists are only references for use in determining

which will be especially useful in reading. As tutor you may decide which words to use depending upon the lesson and the student you are teaching. Your student may also indicate words which he wants to learn. For example, if your student wishes to be an automobile mechanic, he may want to know the word engine. Again, sight words should be functional words. Priority must be given to words your student will use in his everyday life.

Sight words are usually taught as wholes. The words are not broken into letter sounds, syllables, or other parts in initial teaching. Sight words should usually be presented in context. In other words, presenting a word on a card and saying the word is not sufficient to insure that your student "knows" it. All words have meaning. You must be sure that your student understands what a word means and that it can be used in his oral language. For example, if the word cygnet were presented to your student and pronounced for him it would not insure that he knew the word meant "a baby swan." To be meaningful, the word should be used in context. "The cygnet swam beside the mother swan." The example cited is only an illustration of the difficulty students may have with even much more common words.

Teaching sight recognition of words already known and used by your student in speaking is most important. However, in cases where you must teach words unfamiliar to your student, it is important to also work on understanding end use of words.

## Teaching a Sight Word Lesson

There are many ways to teach a sight word lesson. The method that you select will depend mostly on the prior knowledge of your student, how quickly he learns new information, and his interests.

One approach combines the learning of sight words with the understanding of words in context. It involves introducing sight words by using incomplete sentences. As tutor you create sentences with blanks into which words from the sight word lists can fit easily. The following are examples:

This is _____ chair. (the, a, his, her, my)*
_____ knows me. (he, she)
_____ know that. (I, you, they)
I can _____ out the window. (look, see)
I _____ it. (did, like, made)
It is _____ the table. (on, under, by, beside)
It is _____ six o'clock. (at, after, not, only)
I see _____ pans. (the, her, my, their, your, two, some)
I am going _____ town. (in, into, to)
Joe is a _____ man. (little, big, tall, fat)

* possible dictated responses by student

Another approach using the same basic technique is to introduce words through contrasting meanings within the context of a specific message. Some examples follow:

The candy is not under the table. It is _____ (on) the table.

The boy is tall. He is not _____ (short).

The dog goes in the doghouse to sleep. He comes _____ (out) to eat.

He is a boy. _____ (she) is a girl.

Present an incomplete sentence written on a card and read the sentence to your student. Ask you student to supply a word to fit into the blank space. You then may read the completed sentence or may ask your student to read or tell it as it has bee. completed. For example, in the sentence, "This is ____ chair," your student may supply any number of words: my, his, her, a, the, etc. Then discuss the many words that could complete the sentence. If your student does not volunteer a specific word you anticipated, suggest other words. To make sure that the word is in your student's vocabulary, discuss the word's use and meaning.

It should be noted that no word should be considered a "wrong response." Your student will probably suggest words that are interesting to him. Such interest should be recorded in the daily lesson log and be followed up in later lessons.

After your student has supplied a word, print it on the card, filling in the blank. On the back of the card, the isolated word should be printed. Often, the discussion and completion of the sentence will be sufficient for your student to learn and demonstrate his ability to recognize the word. He may take the cards home to practice. Other students may need extra help, and several of the other techniques in this Guide may be used to give additional practice.

Several things should be evident from a description of this technique:

1. Your student supplied a word from his own vocabulary. Therefore, he uses it and it conforms to his natural language pattern.

2. The word was taught in context and is, therefore, more meaningful.

3. Your student supplied the word to be learned and is actively participating in the lesson and determining what he learns.

Many sight words are more difficult for students because their meaning is not clear. Words that name an object such as book, chair, and pencil are easier to learn. Words such as which, whose, there, beside, on, etc. are harder to learn. Unfortunately many of these harder words are used frequently and therefore must be taught. Actual activity with your student may help him learn these harder words. For example, in the question, "Which one do you want?" you might provide several items from which to choose (pencils, paper, colored pens, etc.). When the question is asked and presented on a card, you may have an accompanying activity to help your student connect a meaning to the word. Activity reinforces the process of adding sight words to your student's vocabulary.

Plan sheets presenting sample incomplete lesson activities follow. In addition to the original plan, log notes relating results of the lesson are given. Then, based on the results of the first teaching activities, a second lesson plan is proposed. This plan is offered as an illustration of how objectives are posed, materials selected, and procedures determined for teaching sight words with one particular approach. Other sight word teaching ideas are included in a section following the lesson plans.

## Activities for Teaching Sight Words

Some students will easily grasp sight words taught but others

Sample Lesson Plan for Tutoring Session

| Goals | Materials | Procedures and Evaluation |
|---|---|---|
| To supply a word from speaking vocabulary in context sentence to be taught as a sight word. | Cards, pens, illustration sentence on card. | 1. Present card with incomplete sentence, "This is _____ book."<br>2. Read sentence aloud to student, pointing to words as read.<br>3. Have student supply a word to complete the sentence.<br>4. Discuss two other alternative words. |
| To learn the words supplied as sight words. | Cards, pens, cards with possible responses printed on them, tracing paper. | 1. Print supplied word on back of card and complete blank in sentence.<br>2. Re-read complete sentence.<br>3. Have student read sentence.<br>4. Print word on card.<br>5. Shuffle card with other word cards.<br>6. Have student select word from stack.<br>7. Have student use the word in another sentence.<br>8. Have student trace the word and say it.<br>9. Repeat steps with other two sight words.<br>10. Let student take words home to study. |

Lesson Log

| Goals | Log Notes |
| --- | --- |
| To supply a word from speaking vocabulary in context sentence to be taught as a sight word. | Student supplied a in "This is _____ book."<br>After discussion he supplied my, your. |
| To learn the words supplied as sight words. | Student had no difficulty with a.<br>Student was able to pick a and my from other alternative choices.<br>Student confused your and our (another choice).<br>Tutor illustrated differences in words and similarities --- your.<br>Discussed configuration ( your ) and repeated steps 5 and 6.<br>Student correctly chose your on second trial.<br>Tracing was excellent and rapid. Indicates familiarity with letters and their formation. |

Sample Follow-Up Lesson

| Goals | Materials | Procedures and Evaluation |
|---|---|---|
| To correctly identify three sight words a, my, your, and use them in context. | Student cards<br>Alternate cards<br>Pen<br>Extra cards | 1. Have student read his example cards.<br>2. Shuffle cards with alternate cards.<br>3. Have student select his sight words.<br>4. Have student use each of the words in a sentence.<br>5. Have student print a new set of cards. |
| To listen to a paragraph "How I Won 1,000 Dollars" and correctly (90% accuracy) re-tell the story. | Typed paragraph | 1. Tutor reads selection.<br>2. Tutor asks student to re-tell the story.<br>3. Tutor underlines sentences that were recalled. |
| To demonstrate knowledge of three sight words learned. | Typed paragraph | 1. Have student circle in the paragraph the three sight words learned. (6 a's, 3 my's. 1 your in paragraph). |
| To select two sight words to be learned. | Typed paragraph | 1. Re-read the paragraph.<br>2. Have student select two words from the story that he wants to learn.<br>3. Use words in context and print on cards. |

will need more practice. The following are activities and techniques which may be used. As a rule of thumb, teaching four or five new sight words each lesson is usually sufficient. After initial presentation, review is necessary in following lessons to insure that the words are fully mastered.

Mastery is the most vital aspect in sight word learning. Your student has not mastered a sight word fully until he recognizes it without hesitation or error each time he sees the word in isolation or context. Practice and testing for mastery should begin with tutor and student constructed vocabulary cards and sentences. Finally, evaluation of mastery should be done with reading material which includes the words learned by your student. If the words are recognized instantly without error they can be considered to be your student's sight words.

Numerous activities are needed to keep sight word learning from becoming dull. Since sight word learning is largely a process of memorization requiring much practice, frequent changes in the activity are needed. However, changes to new activities should not be made until your student is proceeding comfortably with one procedure. Too much change, especially during early tutoring lessons, may be confusing. All of the suggested activities may be revised and adapted to fit many student interests, learning styles, and rates.

1. Construct sentences such as the following, underlining the sight word. If your student can read the sentence have him do so; if not, read the sentence and possible responses for him, having him supply the sight word. This exercise also

teaches meanings of sight words.

Examples:

Ann has the little box.

(a) odd (b) wood (c) correct (d) small

I can see the boy.

(a) play with (b) look at (c) help (d) know

2. Present sight words on small cards. Make another stack of word cards with words which resemble the sight word. Have your student choose the sight words from the stack. The words may be of similar spellings or configuration. This teaches letter and word discrimination of sight words. If your student is able to read any of the other words, he may do so and add them to his list of known sight words.

Example:

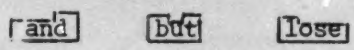
Sight words are run and put.

| | | | | |
|---|---|---|---|---|
| run | ran | sun | sum | mar |
| pat | put | tap | pan | mat |

3. Select magazine or newspaper pictures to illustrate sight words. This approach is much easier with names of people, places and things rather than with those words such as which, why, etc. These pictures may be placed on one side of a card or piece of paper with the word printed on the other side. This is of help to the student in initial learning. After the student masters the word, the pictures may be removed and the student drilled with words only.

4. With your student compose a dictionary of new sight words. Your student may tell you what a word means and either you or your student make appropriate entries in the dictionary.

5. Often sight words have configurations which will help a student recognize them more easily. It may be helpful to "map" configurations of words:




This would only be used in early lessons with non-readers.

6. Picture-word bingo may be enjoyable for a student to play. Pick out those sight words which can be illustrated by picture cut-outs. Make a bingo-type card with 25 squares. The sight words already taught are written in the squares. You call the word and/or show a picture of it. Your student places beans, corn, buttons, etc. on the corresponding word. Five correct covered words in a row is the object, providing that your student can call the words and give sentences for words he has covered.

7. If the student has difficulty with sight words, it may be necessary to trace a large copy of the word letter-by-letter while pronouncing the word. Students who have poor visual perception difficulties are often unable to effectively discriminate between letters or somewhat similar words. Half sheets of

8½" x 11" paper are used to make word models for these students. Your student practices saying the word as he traces with his finger. When he thinks he knows the word he traces the word in the air and then writes the word on another sheet of paper.

8. Often, language experience stories (see Guide No. 8, "The Language Experience Approach") are excellent ways to teach sight words. If a student remembers his own context, he may be able to point out sight words and reinforce skills already acquired.

9. After teaching several sight words, keep track of those which the student has great difficulty with, those that he sometimes recognizes, and the ones he has mastered. Using index cards with the words, establish a point system game. The more difficult the word, the higher its point count from 1 - 3. The student selects a card and earns points if he identifies it correctly. His object is to score successively higher points on a five card draw.

10. A quick review can be achieved by asking your student to identify words as you show cards. As the student improves in his knowledge of words, speed up the process by putting a 1-2-3 count time limit on identification. Reduce the time even more as your student improves. Eventually immediate recognition of all words will be achieved. When this occurs the words may be considered fully mastered.

11. Group words selected from one of the attached word lists in such a way that they can be combined to form workable sentences. For example, write the following groups of words on multi-colored cards:

| Yellow | White | Blue |
|---|---|---|
| he | has | that |
| she | had | some |
| it | made | more |
| (or student's name) | | |

Ask the student to draw one card from each color and then to combine the words in a usable order (make a sentence). Then he reads them. You may ask your student to orally make substitutions (not from any particular word lists, but simply words from his language experience) that will fit in the sentence and still communicate a message.

12. Print word cards for the student to choose from. Ask him to match a word card with a description or definition that you read to him. For example: Show three cards:

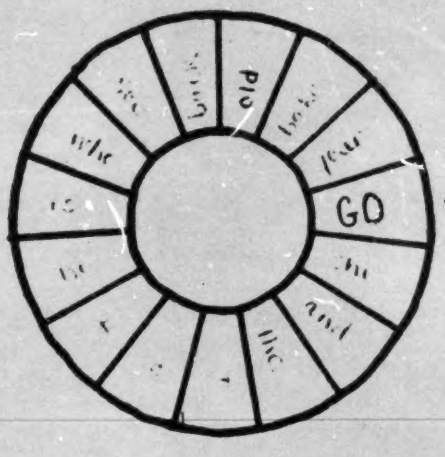
HORSE HOUSE LEAVE

Read to the student these definitions:

A place where people may live.
An animal that cowboys sometimes ride.
When you are ready to go you may _____.

13. Word Race Track. Print words from a selected word list on a circular game board (poster paper or a manila folder may be used). Toss dice or spin to determine the number of moves

the student gets. If the student can read the word on which his marker lands he maintains that position; if he cannot read the word, he moves back one position. The tutor reads the word for him and he spins again.




This should be used as a review technique and should be included when your student can feel a considerable degree of success with the words on the game board. The words should be changed as the words become a permanent part of the student's sight vocabulary.

14. One way of teaching sight words is to take advantage of information the student already has. Have him classify a small group of sight words under headings with which he is already familiar. For example:

| Male | Female |
|---|---|
| he | she |
| him | her |

| One | More Than One |
|---|---|
| I | two |
| he | they |
| she | we |
| one | us |

15. Matching activities may be prepared to give your student opportunities to practice identification and meaningful use of sight words. For instance, have your student circle a word to fill in the blank as you read the sentences:

| Student Sheet | Tutor Reads: |
|---|---|
| 1. told talked to | 1. My husband said that I _____ too much when the neighbors came to visit. |
| 2. every ads he | 2. I looked in the want _____ for a job. |

Or set up matching items similar to those used on reading tests:

Circle the word that is the same:

| | | | | |
|---|---|---|---|---|
| in | an | on | into | in |
| stop | store | spot | pots | stop |

Other formats may also be used for practice completion items:

Choose the right word to fit the sentence:

1. Bill _____ at the want ads.
   (looked, asked)
2. Go _____ the house.
   (in, on)

16. In order to develop language readiness for a new sight word you may read (a short news item, a joke, a headline, a poem, a want ad, etc.) to your student so that he has a current basis for discussing the meaning of the new word. Guide your student in listening for context clues and show him how to use these clues to determine the meaning of unfamiliar words.

## The Great Atlantic and Pacific Sight Word List

| Rank | Word | Rank | Word | Rank | Word |
|---|---|---|---|---|---|
| 1 | the | 42 | will | 83 | get |
| 2 | a | 43 | up | 84 | now |
| 3 | to | 44 | many | 85 | long |
| 4 | and | 45 | we | 86 | find |
| 5 | of | 46 | then | 87 | look |
| 6 | in | 47 | her | 88 | make |
| 7 | you | 48 | or | 89 | just |
| 8 | is | 49 | out | 90 | big |
| 9 | he | 50 | some | 91 | very |
| 10 | it | 51 | them | 92 | back |
| 11 | that | 52 | write | 93 | first |
| 12 | was | 53 | their | 94 | way |
| 13 | on | 54 | words | 95 | over |
| 14 | for | 55 | about | 96 | too |
| 15 | are | 56 | by | 97 | than |
| 16 | they | 57 | like | 98 | good |
| 17 | I | 58 | see | 99 | use |
| 18 | with | 59 | so | 100 | day |
| 19 | his | 60 | if | 101 | where |
| 20 | said | 61 | these | 102 | called |
| 21 | at | 62 | make | 103 | me |
| 22 | as | 63 | into | 104 | went |
| 23 | have | 64 | him | 105 | put |
| 24 | she | 65 | other | 106 | around |
| 25 | what | 66 | word | 107 | new |
| 26 | one | 67 | would | 108 | know |
| 27 | this | 68 | water | 109 | come |
| 28 | all | 69 | little | 110 | who |
| 29 | had | 70 | two | 111 | things |
| 30 | from | 71 | has | 112 | its |
| 31 | be | 72 | did | 113 | came |
| 32 | can | 73 | people | 114 | right |
| 33 | but | 74 | an | 115 | air |
| 34 | there | 75 | which | 116 | sound |
| 35 | not | 76 | could | 117 | think |
| 36 | when | 77 | time | 118 | tell |
| 37 | how | 78 | more | 119 | after |
| 38 | were | 79 | down | 120 | Mr. |
| 39 | your | 80 | my | 121 | man |
| 40 | do | 81 | no | 122 | may |
| 41 | each | 82 | go | 123 | much |

| Rank | Word | Rank | Word | Rank | Word |
|---|---|---|---|---|---|
| 124 | does | 165 | even | 206 | always |
| 125 | say | 166 | under | 207 | sentences |
| 126 | same | 167 | line | 208 | play |
| 127 | been | 168 | because | 209 | began |
| 128 | take | 169 | thought | 210 | give |
| 129 | only | 170 | next | 211 | years |
| 130 | old | 171 | small | 212 | below |
| 131 | away | 172 | every | 213 | boys |
| 132 | children | 173 | going | 214 | also |
| 133 | help | 174 | want | 215 | head |
| 134 | looked | 175 | something | 216 | grow |
| 135 | why | 176 | earth | 217 | set |
| 136 | word | 177 | last | 218 | paper |
| 137 | through | 178 | men | 219 | it's |
| 138 | here | 179 | plants | 220 | morning |
| 139 | animals | 180 | read | 221 | I'll |
| 140 | place | 181 | left | 222 | while |
| 141 | before | 182 | hear | 223 | soon |
| 142 | three | 183 | show | 224 | let |
| 143 | home | 184 | end | 225 | hard |
| 144 | house | 185 | don't | 226 | hearts |
| 145 | again | 186 | found | 227 | side |
| 146 | another | 187 | eat | 228 | until |
| 147 | number | 188 | boy | 229 | should |
| 148 | our | 189 | need | 230 | sometimes |
| 149 | must | 190 | still | 231 | own |
| 150 | off | 191 | keep | 232 | dog |
| 151 | name | 192 | together | 233 | door |
| 152 | mother | 193 | sun | 234 | once |
| 153 | asked | 194 | us | 235 | birds |
| 154 | picture | 195 | got | 236 | days |
| 155 | most | 196 | Mrs. | 237 | enough |
| 156 | part | 197 | great | 238 | near |
| 157 | used | 198 | father | 239 | trees |
| 158 | food | 199 | along | 240 | kind |
| 159 | saw | 200 | night | 241 | oh |
| 160 | different | 201 | took | 242 | top |
| 161 | live | 202 | sentence | 243 | didn't |
| 162 | well | 203 | story | 244 | draw |
| 163 | any | 204 | land | 245 | letters |
| 164 | school | 205 | never | 246 | told |

| Rank | Word | Rank | Word | Rank | Word |
|---|---|---|---|---|---|
| 247 | country | 288 | ways | 330 | stop |
| 248 | white | 289 | pictures | 331 | family |
| 249 | large | 290 | money | 332 | form |
| 250 | I'm | 291 | box | 333 | black |
| 251 | year | 292 | cut | 334 | others |
| 252 | letter | 293 | thing | 335 | those |
| 253 | wanted | 294 | far | 336 | am |
| 254 | fish | 295 | Mother | 337 | living |
| 255 | 2 | 296 | today | 338 | horse |
| 256 | car | 297 | cold | 339 | front |
| 257 | city | 298 | inside | 340 | seen |
| 258 | ran | 299 | run | 341 | started |
| 259 | page | 300 | cried | 342 | makes |
| 260 | spelling | 301 | fast | 433 | ready |
| 261 | 3 | 302 | 4 | 344 | eggs |
| 262 | world | 303 | answer | 345 | body |
| 263 | eyes | 304 | best | 346 | whole |
| 264 | high | 305 | light | 347 | blue |
| 265 | ever | 306 | read | 348 | stood |
| 266 | kinds | 307 | means | 349 | table |
| 267 | might | 308 | hand | 350 | Jim |
| 268 | four | 309 | green | 351 | moon |
| 269 | few | 310 | gave | 352 | song |
| 270 | move | 311 | across | 353 | miles |
| 271 | sure | 312 | yes | 354 | baby |
| 272 | 1 | 313 | says | 355 | beautiful |
| 273 | miss | 314 | learn | 356 | girls |
| 274 | feet | 315 | can't | 357 | second |
| 275 | tree | 316 | change | 358 | above |
| 276 | knew | 317 | both | 359 | leaves |
| 277 | often | 318 | Indians | 360 | girl |
| 278 | add | 319 | sounds | 361 | sat |
| 279 | better | 320 | turn | 362 | bird |
| 280 | room | 321 | places | 363 | town |
| 281 | such | 322 | warm | 364 | cannot |
| 282 | vowel | 323 | Sam | 365 | friends |
| 283 | almost | 324 | without | 366 | walked |
| 284 | ground | 325 | between | 367 | fire |
| 285 | sea | 326 | short | 368 | call |
| 286 | heard | 327 | lived | 369 | plant |
| 287 | try | 328 | times | 370 | talk |
| | | 329 | turned | | |

| Rank | Word | Rank | Word | Rank | Word |
|---|---|---|---|---|---|
| 371 | that's | 414 | glass | 457 | snow |
| 372 | animal | 415 | ice | 458 | tall |
| 373 | important | 416 | coming | 459 | round |
| 374 | really | 417 | start | 460 | Bucky |
| 375 | soil | 418 | ten | 461 | care |
| 376 | ball | 419 | five | 462 | hands |
| 377 | hot | 420 | watch | 463 | names |
| 378 | sky | 421 | road | 464 | store |
| 379 | study | 422 | winter | 465 | Ann |
| 380 | ago | 423 | milk | 466 | built |
| 381 | spell | 424 | goes | 467 | ones |
| 382 | looking | 425 | gold | 468 | hit |
| 383 | stay | 426 | rain | 469 | maybe |
| 384 | toward | 427 | river | 470 | class |
| 385 | feel | 428 | garden | 471 | fun |
| 386 | young | 429 | Indian | 472 | street |
| 387 | Bill | 430 | John | 473 | space |
| 388 | himself | 431 | piece | 474 | bed |
| 389 | tells | 432 | boy | 475 | complete |
| 390 | fly | 433 | fine | 476 | carry |
| 391 | 6 | 434 | nothing | 477 | slowly |
| 392 | cat | 435 | catch | 478 | woman |
| 393 | 5 | 436 | everyone | 479 | hole |
| 394 | hold | 437 | Tom | 480 | remember |
| 395 | comes | 438 | legs | 481 | ship |
| 396 | face | 439 | A | 482 | King |
| 397 | stopped | 440 | grass | 483 | stand |
| 398 | wind | 441 | Jack | 484 | tiny |
| 399 | window | 442 | tried | 485 | friend |
| 400 | done | 443 | listen | 486 | kept |
| 401 | half | 444 | someone | 487 | ride |
| 402 | true | 445 | happy | 488 | Sally |
| 403 | walk | 446 | being | 489 | tail |
| 404 | dark | 447 | happened | 490 | seeds |
| 405 | sing | 448 | everything | 491 | against |
| 406 | summer | 449 | gone | 492 | covered |
| 407 | missing | 450 | numbers | 493 | wood |
| 408 | outside | 451 | order | 494 | bright |
| 409 | behind | 452 | sleep | 495 | cars |
| 410 | learned | 453 | strong | 496 | Father |
| 411 | open | 454 | anything | 497 | game |
| 412 | book | 455 | try | 498 | rest |
| 413 | six | 456 | let's | 499 | Eddie |
| | | | | 500 | sets |

## Dolch List of Basic Sight Words

| Rank | Word | Rank | Word | Rank | Word |
|---|---|---|---|---|---|
| 1 | by | 45 | make | 89 | drink |
| 2 | in | 46 | funny | 90 | if |
| 3 | did | 47 | let | 91 | am |
| 4 | all | 48 | again | 92 | know |
| 5 | had | 49 | can | 93 | and |
| 6 | its | 50 | fall | 94 | far |
| 7 | ask | 51 | best | 95 | buy |
| 8 | many | 52 | like | 96 | find |
| 9 | does | 53 | here | 97 | eat |
| 10 | has | 54 | done | 98 | hold |
| 11 | but | 55 | get | 99 | green |
| 12 | black | 56 | carry | 100 | eight |
| 13 | fast | 57 | a | 101 | made |
| 14 | help | 58 | be | 102 | because |
| 15 | brown | 59 | do | 103 | look |
| 16 | four | 60 | any | 104 | about |
| 17 | from | 61 | him | 105 | clean |
| 18 | around | 62 | into | 106 | fly |
| 19 | long | 63 | as | 107 | been |
| 20 | away | 64 | keep | 108 | light |
| 21 | cold | 65 | going | 109 | hurt |
| 22 | full | 66 | his | 110 | don't |
| 23 | before | 67 | just | 111 | got |
| 24 | live | 68 | blue | 112 | come |
| 25 | her | 69 | ate | 113 | sit |
| 26 | down | 70 | both | 114 | not |
| 27 | give | 71 | bring | 115 | red |
| 28 | came | 72 | found | 116 | six |
| 29 | at | 73 | for | 117 | put |
| 30 | I | 74 | always | 118 | no |
| 31 | good | 75 | little | 119 | yellow |
| 32 | are | 76 | after | 120 | please |
| 33 | have | 77 | could | 121 | take |
| 34 | is | 78 | five | 122 | my |
| 35 | may | 79 | better | 123 | own |
| 36 | cut | 80 | laugh | 124 | out |
| 37 | goes | 81 | how | 125 | open |
| 38 | he | 82 | draw | 126 | try |
| 39 | jump | 83 | gave | 127 | us |
| 40 | kind | 84 | call | 128 | with |
| 41 | first | 85 | it | 129 | shall |
| 42 | hot | 86 | big | 130 | who |
| 43 | grow | 87 | go | 131 | some |
| 44 | every | 88 | an | 132 | wish |

| Rank | Word | Rank | Word |
|---|---|---|---|
| 133 | ran | 177 | off |
| 134 | then | 178 | now |
| 135 | see | 179 | only |
| 136 | that | 180 | never |
| 137 | when | 181 | upon |
| 138 | thank | 182 | was |
| 139 | want | 183 | sleep |
| 140 | me | 184 | would |
| 141 | of | 185 | sing |
| 142 | too | 186 | work |
| 143 | start | 187 | run |
| 144 | round | 188 | their |
| 145 | on | 189 | say |
| 146 | you | 190 | these |
| 147 | pick | 191 | where |
| 148 | ten | 192 | this |
| 149 | much | 193 | were |
| 150 | under | 194 | the |
| 151 | new | 195 | so |
| 152 | one | 196 | walk |
| 153 | myself | 197 | stop |
| 154 | up | 198 | pull |
| 155 | white | 199 | old |
| 156 | she | 200 | yes |
| 157 | write | 201 | pretty |
| 158 | very | 202 | today |
| 159 | well | 203 | together |
| 160 | read | 204 | over |
| 161 | tell | 205 | our |
| 162 | saw | 206 | once |
| 163 | there | 207 | two |
| 164 | which | 208 | use |
| 165 | those | 209 | wash |
| 166 | went | 210 | small |
| 167 | to | 211 | why |
| 168 | we | 212 | soon |
| 169 | seven | 213 | will |
| 170 | show | 214 | ride |
| 171 | right | 215 | them |
| 172 | or | 216 | said |
| 173 | your | 217 | three |
| 174 | play | 218 | what |
| 175 | they | 219 | think |
| 176 | must | 220 | warm |

## Thorndike Word Frequency List

| Rank | Word | Rank | Word | Rank | Word |
|---|---|---|---|---|---|
| 1 | the | 38 | him | 75 | little |
| 2 | and | 39 | my | 76 | don't |
| 3 | a | 40 | we | 77 | can |
| 4 | to | 41 | me | 78 | year |
| 5 | of | 42 | will | 79 | only |
| 6 | in | 43 | an | 80 | any |
| 7 | I | 44 | there | 81 | over |
| 8 | that | 45 | would | 82 | just |
| 9 | was | 46 | their | 83 | your |
| 10 | it | 47 | when | 84 | look |
| 11 | he | 48 | so | 85 | two |
| 12 | for | 49 | said | 86 | did |
| 13 | is | 50 | if | 87 | some |
| 14 | with | 51 | no | 88 | these |
| 15 | had | 52 | go | 89 | than |
| 16 | his | 53 | about | 90 | after |
| 17 | as | 54 | been | 91 | down |
| 18 | on | 55 | what | 92 | see |
| 19 | you | 56 | out | 93 | first |
| 20 | at | 57 | who | 94 | good |
| 21 | have | 58 | them | 95 | very |
| 22 | not | 59 | could | 96 | know |
| 23 | but | 60 | do | 97 | may |
| 24 | her | 62 | up | 98 | come |
| 25 | by | 62 | then | 99 | made |
| 26 | she | 63 | time | 100 | thing |
| 27 | be | 64 | more | 101 | long |
| 28 | they | 65 | other | 102 | well |
| 29 | ask | 66 | into | 103 | how |
| 30 | all | 67 | has | 104 | before |
| 31 | this | 68 | man | 105 | I'm |
| 32 | from | 69 | its | 106 | old |
| 33 | one | 70 | like | 107 | back |
| 34 | or | 71 | get | 108 | much |
| 35 | are | 72 | now | 109 | going |
| 36 | were | 73 | make | 110 | many |
| 37 | which | 74 | our | | |